Accommodations Toolkit

Word Prediction: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **word prediction** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO).[1] The toolkit also contains a summary of the research literature on word prediction.

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations.[2] Figure 1 summarizes how states included word prediction in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included word prediction in their accessibility policies for English learners in 2023. Table 1 shows how word prediction was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Word Prediction for Students with Disabilities, 2023

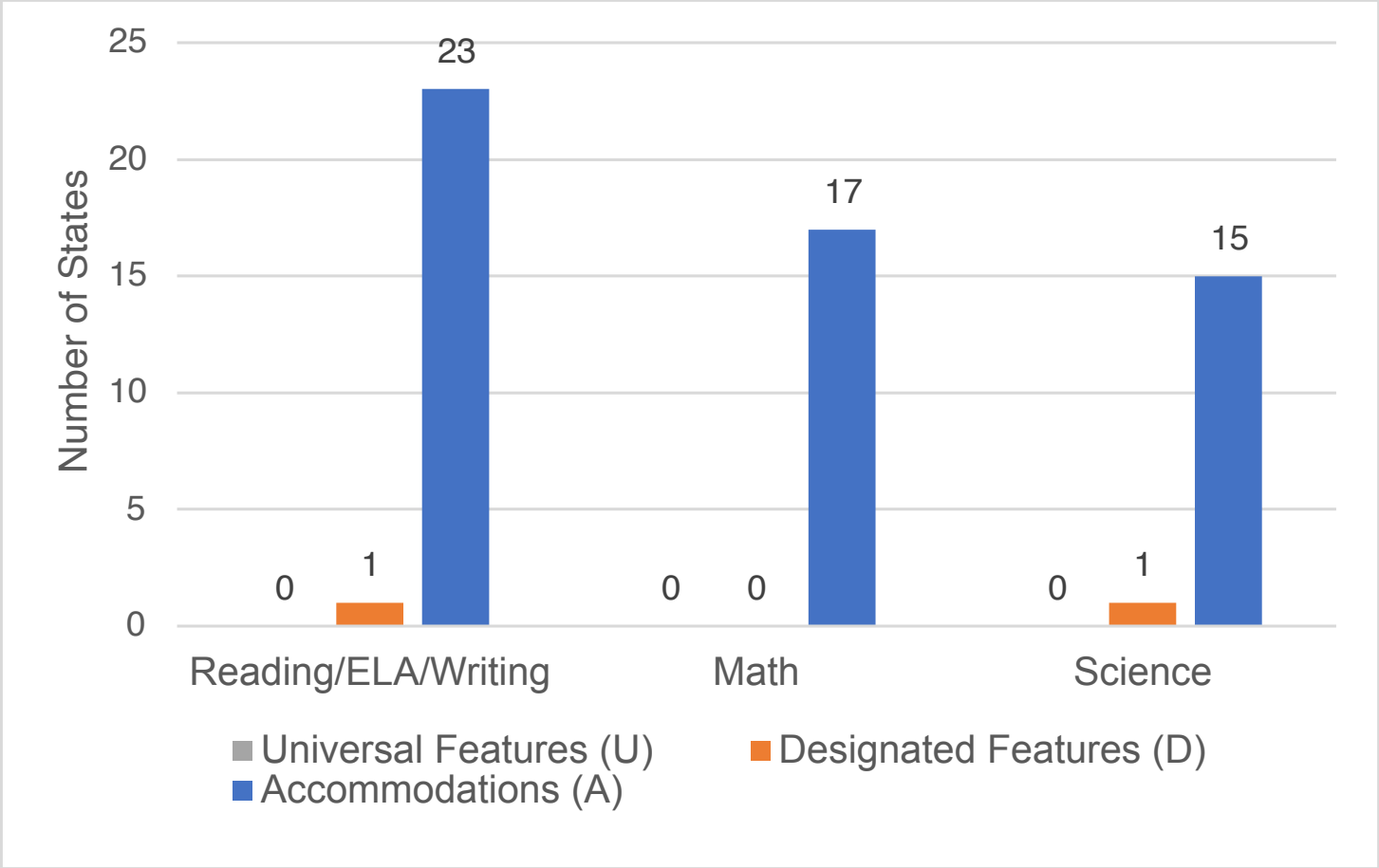

Figure 2. States' Accessibility Policies for English Learners for Word Prediction, 2023

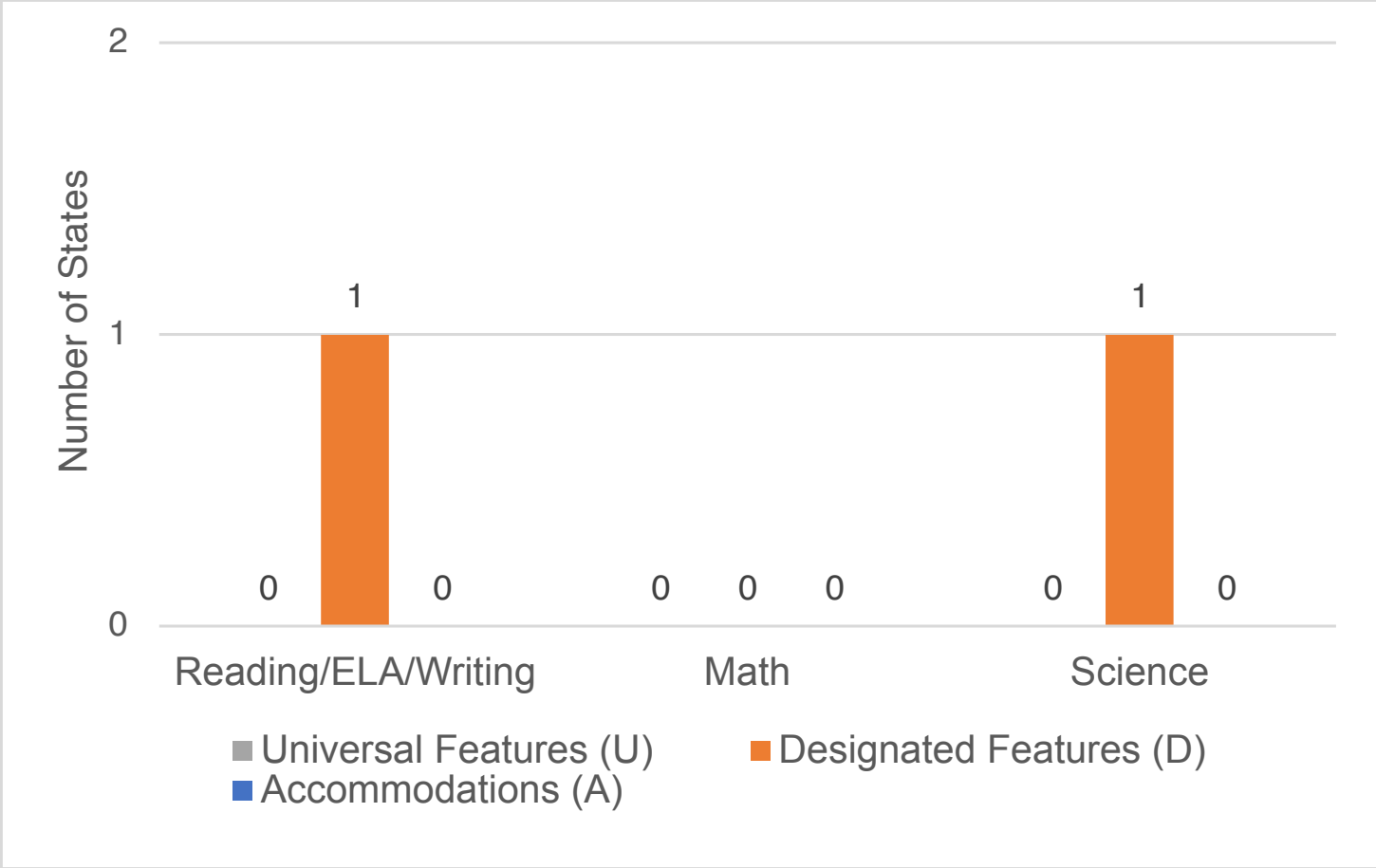

Table 1. Accommodations Policies for Word Prediction by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama					
Alaska					
Arizona					
Arkansas					
California			SD		
Colorado			SD		
Connecticut			SD		
Delaware			SD		
District of Columbia			SD		

Florida					
Georgia					
Hawaii			SD		
Idaho			SD		
Illinois			SD		
Indiana			SD		
Iowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland			SD		
Massachusetts			SD		
Michigan					

Minnesota					
Mississippi					
Missouri					
Montana			SD		
Nebraska					
Nevada			SD		
New Hampshire					
New Jersey			SD		
New Mexico			SD		
New York			SD		
North Carolina					
North Dakota					
Ohio			SD		

Oklahoma					
Oregon			SD		
Pennsylvania					
Rhode Island			SD		
South Carolina					
South Dakota			SD		
Tennessee					
Texas		X			
Utah					
Vermont					
Virginia			SD		
Washington			SD		
West Virginia					

Wisconsin					
Wyoming			SD		
Total (Students with Disabilities)	0	1	23	0	
Total (English Learners)	0	1	0	0	

Table 2. Details and Specifications: States' Word Prediction Accessibility Policies

State	Details/Specifications
California	**Accommodation:** A student can begin writing a word and then chooses from a list of words that have been predicted from word frequency and syntax rules using word prediction. Word prediction is delivered via a non-embedded software program. Because the alternate assessments are administered in a one-on-one setting, this resource is not applicable to the CAAs or the Alternate ELPAC.

Colorado	**Accommodation:** The word prediction accommodation is available to students as documented on their IEP or 504 plans. Students may use commercially published word prediction software on assistive technology devices. All constraints indicated with assistive technology apply. The software must work independent of the Internet. Word prediction software is used to answer constructed response items. Students must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing. The text-to-speech and/or auditory component of the word prediction software must be disabled for use on the ELA assessment. If students are using an auditory component to the word prediction software on the math and science assessment, they must use headphones that prevent other students from hearing the sounds, or test in a separate, one-on-one environment. Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines (refer to 6.16 Transcription Instructions). Student work and/or answers that are not transcribed are not scored. Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. It is the DAC's responsibility to ensure that the Speech-to-Text and Word Prediction Security Agreement Supplement, District Use of Speech-to-Text and Word Prediction forms, and District level Privacy Policies are submitted to and approved by CDE. The DAC may adapt the Secure Data Removal form (Appendix G) to verify this was completed. Make documentation available upon request by CDE. Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with used scratch paper. Students may not have access to assistive technology devices that contain secure materials until they are removed from the device. Secure devices that contain secure materials with other secure testing materials. For CBT, students need a second device in the testing environment to provide access to word prediction software not compatible with TestNav. The second device may not have Internet access. Students may use word prediction software as a tool to inform the responses they input directly into the test engine itself. In such cases, the student completes the assessment independently. If the student is generating their entire response on a second device with the word prediction software, print student work and the Test Administrator transcribes the responses into TestNav before the student begins the next test unit. Note: For assistive technology that is compatible with TestNav, refer to Assistive Technology for special CBT form assignment information for math and ELA.

Delaware	**Accommodation:** For students with Documented Motor or Orthopedic Impairments, Severe Learning Disabilities. Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
District of Columbia	**Accommodation:** Word Prediction External Device: Student uses an external word prediction device that provides a bank of frequently or recently used words onscreen after the student enters the first few letters of a word. The student must be familiar with the use of the device prior to assessment. IEP and 504 teams should consider whether the student has a disability that severely limits or prevents the student from writing or keyboarding responses, or a disability that severely limits or prevents the students from recalling, processing, and expressing written language, even after varied and repeated attempts to do so. For additional guidance to assist IEP or 504 teams in identifying students for this accommodation, please review this accommodation in the AF&A Manual.

Hawaii	**Accommodation (ELA):** Embedded: Word prediction allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word prediction is delivered via an embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. Non-embedded: Word prediction allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily

	instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
Idaho	**Accommodation:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech, or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Illinois	**Accommodation (ELA):** Word Prediction External Device on the ELA/Literacy Assessment: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Word Prediction selected. • Materials: A license for Co:Writer or Read&Write extensions or an external Word Prediction Device. Note: If a student is using an allowable 3rd party external Assistive Technology that provides Word Prediction functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. This includes the Co:Writer and Read&Write extensions. • Assistive technology should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some external word prediction software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at il.mypearsonsupport.com. During Testing: The student uses the Co:Writer or Read&Write for TestNav extensions or an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. After Testing: • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses submitted in TestNav will be scored. Note: If the student is writing his/her responses directly into TestNav through the external software for word prediction, then transcribing is not necessary. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

	Important Guidelines for identifying students to receive this accommodation: IEP teams, ISP teams, and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators are instructed to consider whether the student has: • A physical disability that *severely limits or prevents* the student from writing or keyboarding responses; OR • A disability that *severely limits or prevents* the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP/ISP/504 plan, teams/coordinators are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word-prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/ISP team/504 Plan Coordinator.

Indiana	**Accommodation:** Embedded: Word Prediction: The Co:Writer Word Prediction tool is available on all supported operating systems. Students have access to word lists as they type open-ended responses. Students type letters or words and a list of predicted words appear. The Co:Writer Word Prediction tool is only available on constructed response and essay items. Color contrast and zoom features will not apply to this embedded software. Students who have both STT and Co:Writer Word Prediction accommodations will have access to both features on open-ended questions, but will not be able to use STT and Co:Writer Word Prediction at the same time. For example, a student with both accommodations would be able to dictate their initial response using STT and then make additional typed adjustments using Co:Writer Word Prediction. Non-embedded: Word Prediction: Word prediction is an assistive technology tool that suggests words while students type. Word prediction is available as a non-embedded, third-party add-on for Windows, MacOS, and iOS devices. Only supported and approved word prediction software may be used. Permissive mode is required for assistive technology, including word prediction. Refer to the Assistive Technology Manual for more information regarding accepted third-party software for word prediction.

Maryland	**Accommodation (ELA):** Word Prediction – External Device on the ELA/Literacy Assessment: The student uses an external word prediction device that provides a bank of frequently or recently used words onscreen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. In making decisions whether or not to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; OR • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. Before Testing: Before listing the accommodation in the student's IEP or 504 Plan, teams/coordinators should also consider whether: • The student's ability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator. During Testing: NA After Testing: A student who uses an external word prediction device during assessments must have his/her responses transcribed by a certified Test Administrator, or by a staff member working under the direct supervision of a certified Test Administrator exactly as the responses were voiced. Refer to Appendix B: Protocol for the Use of the Scribe Accommodation. After the student's responses are transcribed, the memory of the device must be cleared.

Massachusetts	**Accommodation (ELA):** Word prediction for the ELA test and retests: Word prediction provides a student with a choice of frequently used words after the student types the first few letters of a word. Students using the word prediction *special access* accommodation for the ELA test will be able to use an embedded word prediction web extension that functions within TestNav. This embedded assistive technology will allow students to use word prediction assistive technology within TestNav without using a separate, adjacent (external) device. Refer to the *Guidelines for Using Assistive Technology as an MCAS Test Accommodation* (http://www.doe.mass.edu/mcas/accessibility/) for a step-by-step guide on accessing and using this feature. For paper-based tests, a word prediction application must be used at a separate external computer station, and a test administrator or the student must transcribe the selected word(s) into the student's answer booklet. (See Appendix A for information and guidelines on transcribing student responses.) This accommodation is intended for a small number of students who: 1. have a disability that **severely limits or prevents them from recalling and processing language** in order to generate written responses; AND 2. can access written expression only through the use of word prediction software, application, or device during routine instruction in order to generate written responses. Test administrators who review the test will be asked to sign nondisclosure acknowledgment forms. During testing, internet access must be turned off/restricted; and functions that *automatically* select words for the student must be turned off.

Montana	**Accommodation (ELA, Math):** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Nevada	**Accommodation (ELA, Math):** Word prediction allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

New Jersey	**Accommodation:** Computer-based testing: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Word Prediction selected. • Materials: A license for Co:Writer or Read&Write extensions or an external Word Prediction Device. Important Note: If a student is using an allowable 3rd party external Assistive Technology that provides Word Prediction functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non- Screen Reader to allow the assistive technology to work. This includes the Co:Writer and Read&Write extensions. • Assistive technology should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some external word prediction software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at nj.mypearsonsupport.com. During Testing: The student uses the Co:Writer or Read&Write for TestNav extensions or an external word prediction device that provides a bank of frequently or recently used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information. After Testing: • Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses submitted in TestNav will be scored. Important Note: If the student is writing their responses directly into TestNav through the external software for word prediction, then transcribing is not necessary. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test related content must be deleted from all devices. Nonscorable student work must be securely shredded or destroyed.

Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:

- A physical disability that severely limits or prevents the student from writing or keyboarding responses; or
- A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether:

- The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;
- The student routinely uses a word-prediction device or software during classroom writing assignments; and
- The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.

Paper-based testing:

Before Testing:

- Identification for SR/PNP: Student's SR/PNP must have Word Prediction selected.
- Materials: External Word Prediction Device.

During Testing: The student uses an external word prediction device that provides a bank of frequently-or recently used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information.

After Testing:

- Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses will be scored.
- Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
- Test Administrators are responsible for collecting all nonscorable student work created using external word prediction device software. Test related content must be deleted

	from all devices. Nonscorable student work must be securely shredded. Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has: • A physical disability that severely limits or prevents the student from writing or keyboarding responses; or • A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a word prediction device or software during classroom writing assignments; and • The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 Plan Coordinator.
New Mexico	**Accommodation:** For SWD whose physical disability severely limits or prevents keyboarding or writing responses. External device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. Device may not connect to internet or save information.
New York	**Accommodation:** Text-to-speech, speech-to-text, and word-prediction software programs are allowable testing accommodations on State assessments at the elementary, intermediate, and secondary grade levels if documented as a testing accommodation (or implementation specification for a testing accommodation) in a student's IEP/504 plan, as indicated in the chart in Appendix J: Allowable Accommodations across the New York State Testing Program. When using such software to implement testing accommodations on State assessments, the student must not have access to any unauthorized features, such as the internet, a dictionary, or a thesaurus.

Ohio	**Accommodation:** Word prediction external device: The student uses an external word prediction device that provides a bank of frequently or recently used words on screen because of the student entering the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device cannot connect to the Internet or save information. In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators are instructed to consider whether the student has: • A physical disability that severely limits or prevents the student from writing or keyboarding responses; OR • A disability that severely limits or prevents the student from recalling, processing, and expressing written language, even after varied and repeated attempts to teach the student to do so. Before documenting the accommodation in the student's IEP/504 plan, teams/coordinators are instructed to consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; and • The student receives ongoing, intensive instruction and/or intervention in language processing and writing, as deemed appropriate by the IEP team/504 plan coordinator.

Oregon	**Accommodation (ELA, Math):** Embedded: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Non-embedded: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to- speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Rhode Island	**Accommodation (Science):** The NGSA Science test does not have constructed response test items, so while the student may have this accommodation in their IEP or 504 Plan, it may not be necessary for this assessment. **Accommodation (ELA):** This special access accommodation is only for students who meet at least one of the criteria in the next column. • Web extensions are available to download for Co:Writer Universal and Read&Write. • Web extensions must be designated in the student's SR/PNP for Co:Writer or Read&Write. **DO NOT ORDER THE AT TEST FORM FOR THIS ACCOMMODATION.** • As with all technology, the student should use the practice test to familiarize themselves with the web extension. • Detailed instructions for accessing the web extensions are in the *RICAS Assistive Technology Guidelines.* (www.ride.ri.gov/accommodations (http://www.ride.ri.gov/accommodations)) The student must use an external word prediction device that provides a bank of frequently or recently used words after the student keyboards the first few letters of a word. **The student must meet all of the following criteria in order to receive this accommodation:** 1. have a disability or disabilities that severely limit or prevent them from recalling and processing language to write or keyboard written responses without the use of a word prediction device, application, or software; AND 2. can access written expression only through the use of word prediction software that they use routinely to generate written responses. A test administrator should facilitate the transfer of information from the external device or application to the answer booklet or onscreen. Written responses must either be transcribed by the student at the time of testing or be transcribed by an adult prior to the end of the testing window. **NOTE:** During testing, internet access must be turned off/restricted; and the "predict-ahead" and "predict online" functions must be turned off since these functions automatically select words for the student. RICAS PNP Column AO (Word Prediction)

South Dakota	**Accommodation:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. **The program must use only single word prediction**. Functionality such as phrase prediction, predict ahead, or next word **must be deactivated.** The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, **must be deactivated.** Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. **Students who have documented motor or orthopedic impairments**, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. **Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction.** Students will need to be familiar with the software and **have had many opportunities to use it in daily instruction.** Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Texas	**Designated Feature (ELA, Science):** Spelling assistance: This designated support provides various types of spelling assistance for students with disabilities. A student may use this designated support if the student: • routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing; • receives Section 504 or special education services; and • organizes and develops ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that the student cannot apply basic spelling rules or word patterns (e.g., prefixes, suffixes) to written responses. This designated support may include **only**: • visual sound cards; • frequently misspelled word list (e.g., student-made, teacher-made, commercially produced); • spell check function on a word processor or as an online embedded support on STAAR that can be accessed via permissive mode, a secondary device, or by using the embedded tool in TDS; • pocket spellchecker; • word prediction software that can be accessed via permissive mode, a secondary device, or by using the embedded tool in TDS; and • STT software, applications, or devices, including the use of the STT online embedded support in TDS.
Utah	Students who have difficulty producing text due to the speed with which they are able to enter keystrokes, or who have difficulty with language recall, may benefit from spell check or word prediction software for instruction. On assessments, spell check or word prediction may or may not be available, or only available on items where it would not violate the construct of the item. For example, spell check would not be available on writing passages that are assessing spelling.

Virginia	**Accommodation (ELA – Writing):** Students with disabilities may use word prediction/selection software on the short-paper component of the SOL Writing assessments. Word prediction/selection is defined as any software providing a student with a selection of single words from student-generated single or multiple keystrokes. For example, a student may type the letter "p." The software will provide the student with a list of single words starting with the letter "p" (e.g., "part," "plane," "plain," "please," "put"). The word prediction/selection must be limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict sentence structure.
Washington	**Accommodation:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. If further supports are needed for speech output, see the Read Aloud Guidelines for Washington State Assessments. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, and students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may benefit from using the word prediction accommodation. The box that pops up with the list of predicted words may not work well with other settings like color contrast or zoom levels.

Wyoming	**Accommodation:** Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Footnotes

- **[1]**
  States' accessibility policies on word prediction were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites in August 2023.The information in the tables from each state was coded based on information in the state policy.

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials to ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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